

PROCEEDINGS REPORT:

INVITATIONAL FORUM ON  
BUSINESS INVOLVEMENT IN EDUCATION

January 18–19, 1996



## ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.

Proceedings report: invitational forum on business involvement in education.

ISBN 0-7732-2019-4

1. Education, Cooperative — Alberta — Conferences. I. Title.

LC1049.8.C22A3.A333 1996

373.27

### Other related documents:

- *Business Involvement in Education Literature Review*
- *Business Involvement in Education: Public Consultation Findings*
- *Creating Independent and Interdependent Learners: Business and Education Working Together*
- *Framework for Enhancing Business Involvement in Education*
- *Partnerships Survey Report, 1995: School-Business Partnerships in Alberta*
- *Technical Appendix Business Involvement in Education: Public Consultation Findings*

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# Introduction

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On January 18–19, 1996 an Invitational Forum on Business Involvement in Education was held at the Edmonton Inn. There were approximately 130 participants, representing teachers, business/industry organizations, government departments, trustees, parents, students and recent graduates, superintendents and school/business partners. A complete list of participants is provided in Appendix A.

## Why the Forum Was Held

### Business Defined

“‘Business’ . . . defined broadly to include private, for profit firms, not-for-profit organizations, and public sector employers—in other words, all employers including organizations that involve volunteer workers.”

The forum was held at the request of the MLA Implementation Team on Business Involvement and Technology Integration, which Minister of Education, Halvar Jonson, had established on March 30, 1994. The members of the Implementation Team, Denis Herard, MLA for Calgary Egmont, and Hung Pham, MLA for Calgary Montrose, spent nearly two years reviewing issues related to business involvement in education, with advice and support provided by a Business Involvement Advisory Group<sup>①</sup> and the staff of Alberta Education. The Implementation Team and Advisory Group collected extensive data and information, and met with or heard from many Albertans in the business and education communities.

The Implementation Team and Advisory Group prepared a draft report, *Creating a Better Learning Future*, and presented a plan and recommendations for expanding business involvement in education through workplace learning opportunities for students. The recommendations addressed nine important topics/issues:

1. communication and understanding between business/employers and education
2. business/employer involvement in educational policy-making
3. employability skills

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<sup>①</sup> The Advisory Group, established in November 1994, included representatives from business, industry and the education and training community. A list of the Business Involvement Advisory Group Members is provided in Appendix B.



4. entrepreneurship education
5. valuing all career areas and all educational programs equally
6. part-time jobs
7. career counselling
8. independent, lifelong learning
9. equity/coordinating business involvement.

Before finalizing their report, and formally recommending a plan of action, the Implementation Team and Advisory Group decided to ask for additional comments and suggestions from all those who have a stake in ensuring that young people in Alberta are well prepared to succeed in the workplace.

## How the Forum Was Organized

During the two-day forum, participants were given background information about the Implementation Team's task and the context of its work. Chairman Denis Herard gave the opening remarks and later provided an overview of the Team's draft report. Minister of Education Halvar Jonson spoke about the broader educational context in which the Implementation Team's work was being done.

There were also three presentations by guest speakers from the business and education sectors:

- Eric Newell, President and CEO of Syncrude Canada Ltd., spoke on actively bringing education and business together.
- David Redekopp, of the Life-Role Development Group, addressed current and future changes in career development theory.
- Altha Neilson and Wayne Poncia of the Chinook's Edge Regional Division, told the participants about their community's approach to preparing students for life in a new economy.



Since a primary purpose of the forum was to receive input from participants, all of Friday afternoon, approximately three hours, was devoted to group discussions and reporting back in a plenary session.

A complete agenda for the forum is provided in Appendix C.

The following section of this report provides brief summaries of the presentations that were given.



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# Presentation Summaries

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Thursday, January 18, 1996

## The Framework

*Honourable  
Halvar Jonson,  
Minister of Education*

*Following is a summary of Mr. Jonson's remarks.*

Mr. Jonson opened his remarks by thanking the participants on behalf of students, and closed by introducing Alberta Education's new Deputy Minister, Dr. Leroy Sloan, who had taken on these new duties just a few days earlier, on January 15.

In 1993, all government departments prepared a three-year business plan. The plan for education announced that, in response to input from Albertans, the education system in Alberta would be significantly restructured.

A central goal of the business plan for education is to ensure that Alberta students are well prepared for the world of work and lifelong learning, at a cost that Albertans can afford. This goal is critical because education is the key to maintaining our quality of life and standard of living through successful competition in a global marketplace.

The 1993 business plan for education included two specific strategies for helping students gain workplace skills:

1. introducing the Career and Technology Studies (CTS) program
2. increasing business participation in education decision-making and the delivery of education programs.

To get the best possible advice on these seemingly straightforward but actually complex initiatives, the MLA Implementation Team on Business Involvement in Education was established. The team worked hard, with the help of a Business Advisory Group, to address key issues. Two of the fundamental challenges are:



1. getting students and all Albertans to value all careers and education programs
2. developing a sense of joint responsibility for preparing students for the workplace.

## Common Purpose, Shared Values

*Eric Newell,  
President and CEO,  
Syncrude Canada Ltd.*

*Following is a summary of Mr. Newell's remarks.*

Mr. Newell has been actively interested in bringing education together with business for a long time. He expressed appreciation for the efforts of the I-Team and the Advisory Group, and thinks taking action now will have real value.

This is a crucial time for Canada and especially for young people. A majority of Canadians feel that economic matters are paramount, and there is real concern about the rate of unemployment, especially among young people. Young people, who traditionally tend to be optimistic, are now extremely concerned about the worth of their high school diploma and their prospects of finding a job after graduation.

There is an Alberta Chamber of Resources project that is dealing productively with the very real concerns of young people. Called Careers . . . The Next Generation, this project is offering hope to future workers and at the same time meeting the needs of business. It's based on providing more formal workplace learning much earlier than has been done traditionally.

Well-trained young people are important to the province's economic development—the Alberta Advantage. Human resource development is an investment today that will pay dividends tomorrow.

By the spring of 1997, the Careers . . . The Next Generation project aims to:

- create 500 new apprenticeship positions in the trades and 300 technology positions



- significantly increase enrollment in Alberta's RAP and CTS programs
- expose 60 per cent of high school students in 18 communities to careers in trades, technology and other nonuniversity occupations
- implement "employability skills."

Regarding funding, the Chamber of Resources thinks a foundation or endowment organization dedicated to career education is an excellent idea. Mr. Newell felt confident that the private sector would support such an effort.

Tax incentives for businesses that support off-campus learning may be necessary, but should be supported only if the current industry paradigm toward education and training cannot be changed. The real solution is to get more people looking at human resource development as a high-return investment in the future.

Mr. Newell serves as Business Co-chair of the National Education Council of the Conference Board of Canada. The existence of the Board is more proof that there is a common purpose and there are shared values when it comes to involving business in education.

The Conference Board's *Employability Skills Profile* includes:

- academic skills, such as communication, thinking and learning skills
- personal management skills, such as responsibility and adaptability
- teamwork skills that are necessary for a person to work with others.

More than 9 million copies of this profile have now been distributed across Canada.

The Conference Board has also helped to facilitate the development of ethical guidelines for business involvement in



education. Corporate involvement in education does not have to be, nor should it be, crass commercialism.

Many of the activities Mr. Newell has been involved with, including the two just mentioned, have become part of the Implementation Team's report.

Even though Alberta is blessed with abundant natural resources, it was emphasized again that the province's most valuable resource is its people. While entering an era of unparalleled potential, it's still an era that will trade on continuous, fundamental and often turbulent change. Clearly, the education system must change.

There is a huge skills crunch coming and it's going to hit hard. Present skills are not meeting the demands of the marketplace. The current number of skilled tradespeople won't even come close to meeting the future demand. Up to 450 000 unemployed people could have jobs right now, if they had the required skills.

Education can be made more relevant, with stronger ties to the community and the working world. The effort can be inclusive . . . of women, aboriginal people and the disabled. And most of all, innovative and productive new ways can be found to provide good learning opportunities for young Albertans.

The stakes are high, and such high stakes need serious efforts to meet the challenge. The recommendations of the Implementation Team are steps in the right direction.



Friday, January 19, 1996

## Policy Directions in *Creating a Better Learning Future* Report

*Denis Herard, Chairman  
of the Implementation  
Team on Business  
Involvement and  
Technology Integration*

*Following is a summary of Mr. Herard's remarks.*

It is a great challenge to deal with technological change and the resulting information explosion, and with increasing rates of unemployment combined with a huge demand for "knowledge workers." This is especially hard because human beings tend to resist change. There is still teaching for life in yesterday's world, and as a result, children are "defaulting" into the workplace. Is there the courage to start again?

Because of an innate resistance to change, a few of the key ideas that are already known, and supposedly understood, are worth repeating.

**The first such idea is this: All our kids have to be educated and encouraged to reach the highest possible standards.**

But whose standards? Should business have a say in those standards?

Certainly yesterday's standards cannot be used, wherein large amounts of semiskilled and even unskilled labour were required. The capital of the 21st century is no longer dollars, but knowledge. The key to success in the workplace in the future is people—highly skilled, flexible, innovative, thinking team players. And these people will have to come out of our schools.

More than half of our student population, possibly as many as 65 per cent, who will go directly from Grade 12 into jobs, cannot afford to be neglected. How is that done in a system that has traditionally downplayed the nonprofessional occupations?

These students' lack of interest in academic studies after high school should not be interpreted as a lack of potential. For them, school is not the real world.



These kids need to hear, and see, how all work has dignity and how a technical job can be, and usually is, just as demanding and challenging as any other type of job.

The Implementation Team's draft report recommends several actions to encourage society to value all careers and education programs. Steps are being suggested, such as public relations programs, scholarships, more flexible scheduling and expanded apprenticeship programs.

Many sources heard from also suggest that the students who are going on to post-secondary education can also benefit greatly from learning on the job. Work experience gives all students a chance to learn how to work and take on responsibility. It also is a tremendous opportunity for career exploration. Kids don't need to be studying medicine for eight years before finding out that it is not the right career for them.

**A second key idea: Our whole society has to be involved in the education process. Schools cannot prepare young people for the workplace without assistance from the business community.**

Today, schools are without walls and teachers/mentors can be inside or outside of the school. Parents also have an important role.

Business can no longer simply be invited to be a partner. The premise to be worked from is that business is a partner.

Note that the Implementation Team and Advisory Group has decided to use a broad definition of business: the public sector and not-for-profit societies, as well as private enterprises have all been included.

Here's just one of the many good reasons for increasing the amount of cooperation between business and education: it takes money and time for a school to set up a program to teach vocational skills. Yet, industry and businesses are, of necessity, operating with state-of-the-art equipment and are staying current in their fields. Let's take advantage of that opportunity by placing students at work sites to learn the skills they need.

There is much of this type of cooperative effort already going on throughout Alberta. There are many excellent school-business partnerships; for example, Chinook's Edge Regional Division, who believe that being a rural community does not have to be a barrier to business involvement. [Mr. Herard cited several other examples.]

The I-Team was most interested in the work of the Calgary Educational Partnerships Foundation (CEPF) and has seen fit to recommend the establishment of a provincial foundation of this type.

Steps are also being recommended to promote and support a higher level of trust and understanding between business and education, and to ensure that students are the primary beneficiaries of all cooperative and collaborative projects. Some significant suggestions for change are being put forward, and additional ideas and thoughts about what needs to be modified are being sought.

In addition to the two issues highlighted; *valuing skills in the trade, service and technical fields; and making business a true partner in education*, recommended major changes have been made related to career counselling, learning on the job, and teaching employability and entrepreneurial skills.

The overall objective of these many recommendations is straightforward: to create an education system that produces workers who can succeed in the 21st century and contribute to the economy's well-being.

Achieving this goal requires learners who are workers, and workers who are learners. Consequently, schools and the business sector must understand each other, talk to each other and jointly accept responsibility for creating a better learning future.



David Redekopp,  
Life-Role Development  
Group

## The Changing Face of Career Development

*Following is a summary of Mr. Redekopp's remarks.*

Because of rapid and continuous social, economic and political change, traditional career development concepts and practices have also changed. Career building is no longer a simple process of choosing an occupation and making plans to enter that occupation. Instead, it is the management of one's own development—of one's learning and life or work decisions and actions.

Ten paradoxical principles were presented. The first four principles were developed by H. B. Gellatt, a prominent career development theorist.

The principles:

1. Be focused and flexible. Breaking plans can be just as important as making them.
2. Be aware and wary. Information is useful, but too much information can be distracting. Be wary of the usefulness and truthfulness of information.
3. Be objective and optimistic. Make a decision to pursue a certain course on the basis of clear and reasonable thinking. Then, be optimistic about the chances for success. Optimism provides energy and drive to succeed.
4. Be practical and magical. The old "set the goal, reach the goal" mentality has limitations. It is important as well to create and/or find unexpected possibilities.
5. Be independent and collaborative. Autonomy and self-reliance is important, as is being community-oriented, a team player and a good citizen.
6. Be general and specialized. Today's workers need a general knowledge and skill base that permits them to move from one role to another. At the same time, a world of extreme technological sophistication requires specialization.

7. Be a follower and a leader. Workers who are self-employed are more likely to be both followers and leaders. Team-based management, which is becoming the norm, requires team members to make decisions about when to lead and when to follow.
8. Be oriented to quality and to risk. Do excellent work, while always striving to find new and better ways of doing the work.
9. Be loyal and tentative. Employees can no longer expect to stay with an employer for life. They must be fully committed to a project, contract or task while recognizing that it is almost certain to be time-specific.
10. Be confident and unsure. Confidence is needed to be productive and move forward; being unsure is needed to keep learning new things.

In the school, an overemphasis on one aspect of each of these paradoxes can lead to complaints from those who value the opposite component. Teaching both sides of each paradox is a tightrope walk that requires a safety net of public and business support.

## Preparing for the New Economy: Alberta Schools in the 21st Century

*Altha Neilson,  
Superintendent; and  
Wayne Poncia, Assistant  
Superintendent;  
Chinook's Edge Regional  
Division*

*Following is a summary of Dr. Neilson's and Mr. Poncia's remarks.*

Alberta's public schools need to match the skills of the emerging workforce, the children, with the needs of the economy. Children need to be prepared for lifelong learning, higher education, continued education while on the job, and high-skill, high-wage careers.

1. Schools should have high expectations for each student. Students should have more individualized education programs, and teachers should demand that students take more responsibility for their own learning. Students who



have not mastered the academic expectations outlined in the program of studies by the end of Grade 9 should have those expectations follow them into senior high school.

2. Schools should integrate academic and vocational curriculum. This means more real-life learning that is connected to the workplace. Applied learning is relevant, transferable, experiential and cooperative.
3. Schooling should be connected to business and industry. Employers and employees can be mentors to students, and they can provide advice about learning objectives and training plans. Employers will also need to establish effective systems for supervising and evaluating student employees. In effect, all jobs should become apprenticeships or internships for young people.
4. Schools should work with Alberta Advanced Education and Career Development (AECD) in the areas of career counselling and labour market research. A team at the school should update regularly the individual student's career plan portfolio. Then, when the student begins Grade 11, AECD staff or a professional career counsellor should review the portfolio and provide input. The student should choose a major "career cluster" (courses leading to an area of work) in Grade 11.

In this way, students would receive intensive assistance with career development, schools would be better able to address students' needs, and communities would have graduates who were better prepared for the workforce.

5. Schools, especially senior high schools, should restructure their use of time and space. The current, industrial model, which is designed to develop a small group of leaders and a large group of workers, is now out of date. The block schedule and the September-to-June school year are obsolete. The Copernican schedule—four, 10-week blocks—would allow students to train in the workplace for half-days or even 10-week periods. Other options are self-directed learning and year-round schooling.

Virtual high schools are now possible through the use of technology; for example, the Internet.

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# Results of Group Analysis and Individual Responses

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Once the I-Team and Business Advisory Group had identified, formulated and surveyed the nine topics/issues, and prepared a draft report, a vision for what should be—a preferred future—was put forward. Then, a description of the current status was outlined and, finally, recommendations were proposed. The January forum allowed for additional feedback on these points from all stakeholders prior to finalizing the report.

## The Process

On the afternoon of Friday, January 19, forum participants provided feedback to the Implementation Team. Two separate activities were used to collect information; first, small group sessions; and second, a plenary session.

### *Two consecutive small group sessions*

Group lists were drawn up in advance, and each group had a facilitator and a recorder. Recorders were encouraged to complete a sheet that included space to make notes on “preferred future,” “current status,” “pros and cons of recommendations” and “additional recommendations.”

During the first session, groups discussed a topic/issue that was assigned to them. Forum organizers had asked participants to indicate their preferred topics/issues on Thursday evening, and then tried to place people with similar interests in the same group. In the second session, each group decided which topic/issue the majority wished to discuss, by a show of hands.

### *Plenary Session*

At the plenary session, small group session reports were covered and survey forms were completed by individual participants.

The survey form listed all of the recommendations in the draft report, plus additional recommendations from the small group sessions, and asked respondents to state whether or not they



agreed with them, using a four-point response scale. There was also space for making additional recommendations.

Conference organizers compiled session reports and did a statistical summary of the responses; the results of which are reported in the Survey Forms Feedback Summary section at the end of this document.

## Feedback from Small Group Sessions

### Session Reports

#### *Topic/Issue 1*

*Communication and Understanding between Business/Employers and Education*

#### General Comments

Throughout report, change “code of ethics” to “Ethical Guidelines for Business–Education Partnerships.”

#### Preferred Future

- Term “dialogue” needs to be clarified. Add statement that the language used in “dialogue” must be understandable to all involved.
- Regarding having students understand the role of business—teachers and others also need to understand this role.

#### Current Status

Avoid negative focus implied by terms/phrases like “distrustful” and “unduly narrow the agenda.” Trust is important, and we cannot ignore the existence of distrust between groups. However, it is preferable to take a positive approach. Perhaps speak about “uncertainty” about the motives of different groups.

## Recommendations

Further commentary was forthcoming on some recommendations, but not all. The “R” preceding each recommendation number refers to the enumerated recommendation, by topic/issue, as shown in the Survey Forms Feedback Summary section on pages 38 to 50.

All recommendations for Topic/Issue 1 were approved in principle, with these added comments.

R2. Is “require” the appropriate term?

R4. Why at the provincial level? Where does funding come from?

R5. Teachers are busy and may not have time for this.

R6. Revise to include additional groups: “That business, employers and their organizations encourage their employees and members to become more involved in education.”

## Additional Recommendations

No additional recommendations were suggested.

## *Topic/Issue 2*

### *Business/Employer Involvement in Educational Policy-making*

## Preferred Future

This discussion group consisted of equal numbers of business and education representatives. The group had concerns about achieving a balance of power and improving business–education partnerships.

The term “structure” is too vague. What is the definition of “business”?



### Current Status

Group members felt that a 69 per cent level of satisfaction with input at the school level is adequate. They noted, however, that the employers who express satisfaction are most likely to be in the white-collar sector. Change appears to be needed at the school board and provincial levels.

### Recommendations

Group members generally supported improvement of policies on the business–education relationship, but also noted that partnership will not solve all problems. They advocated an equal, no-blame, trust-based approach to partnership. They discussed the need to avoid a top down approach, saying that:

- the role of government is to facilitate, not prescribe
- more should be done at the local, rather than provincial level; e.g., review of learning expectations, Recommendation 4.

Group members made the following specific comments.

- Large organizations have had input; smaller businesses should now be surveyed.
- Business should encourage their employees to run for school boards.

R1 (a), (b). “People” develop an understanding, not “institutions.”

R2. Also need school-level input into PAAC.

R3. Goal of 80 per cent satisfaction level is too high; suggest 70 per cent.

### Additional Recommendations

- Communities should set up or identify a mechanism; e.g., Chamber of Commerce, that will assist schools requiring

partnerships. This mechanism would promote understanding of partnerships and find out where needs exist.

- Establish a body to help schools create partnerships. Many school staff don't have the required knowledge and skill.
- Provide resources and funding to support the creation of partnerships. Direct resources to programs, not administration.

### *Topic/Issue 3*

### *Employability Skills*

#### Preferred Future

There were concerns about mandatory requirements regarding employability skills. Instead of doing whatever the employers say, educators should "review" provincial learning expectations.

#### Current Status

Schools already informally assess and report on attitudes.

#### Recommendations

Educators feel that business should have input but should not "approve" assessment standards (Recommendation 2). Also, there is a concern about power shifting from school boards to Alberta Education. All recommendations refer to the role of Alberta Education.

- R1. The key issue is communication.
- R2. Include students in the process of developing assessment standards and trust teachers to assess. Alberta Education should develop test item banks.
- R3. Not clear; consider deleting.
- R4. "Encourage" students to maintain portfolios (not "require"). Delete last sentence of recommendation.
- R5. Place only those students who want to be there.



### Additional Recommendations

- Business and post-secondary institutions should consider attitudinal aspects when awarding scholarships.
- Alberta Education should review existing curricula and identify employability skills as part of expected learning outcomes in core subjects—planning, teamwork, attitudes.

### *Entrepreneurship Education*

#### Preferred Future

Add these comments about future preparation of young people for an entrepreneurial environment.

- Increase the amount of entrepreneurship education, in secondary and post-secondary schools, and ensure that students recognize self-employment as a viable option.
- Identify specific skills related to entrepreneurial pursuits, integrate them into instruction, assess student achievement of these skills and review/update entrepreneurial education programs regularly.

#### Current Status

The group identified these current challenges: training teachers in entrepreneurial education, getting teachers to see entrepreneurial education as a priority when there are already so many other priorities, defining entrepreneurial skills adequately (risk-taking and innovation, as well as competition), making business–education partnerships mutually beneficial for partners, and using resources effectively, thus improving communication, cooperation and coordination.

### Recommendations

There was general agreement with the recommendations proposed.

### Additional Recommendations

- Include entrepreneurial education in the definition of basic education, and evaluate entrepreneurial skills through the provincial achievement tests.
- Identify and implement required entrepreneurial skills through the K–12 curriculum.
- Include entrepreneurial skills in teacher training programs.
- Requirements for admission to post-secondary programs should recognize entrepreneurial skills.
- Alberta Education should develop a comprehensive information bank on current entrepreneurship activities, programs and models and recognize exemplary achievement and practices in this area.

### *Topic/Issue 5*

### *Valuing All Career Areas and All Educational Programs Equally*

**Note:** Two groups discussed this topic.

### Preferred Future

Define “knowledge worker” and avoid the term “vocational,” which has acquired negative connotations. Try “career-oriented” instead. There were concerns about the feasibility of making all school programs both academic and vocational.

Introduce work experience and applied academics in elementary school. Set standards and measurement criteria in these areas but not in a way that limits flexibility.



### Current Status

There was some disagreement with statements about trades being less highly valued and trade schools having a poor image. This is certainly not the case at schools like SAIT. However, a second group agreed that work experience is not given a high status in schools, and that educators have a natural bias toward academic studies.

### *Volunteered Commentary*

This section has an “us and them” tone.

Expand comments to include lack of flexibility in the system that makes it difficult for students to choose a career; the role that the marketplace plays in determining the status of different careers; and misconceptions relating to 33-level courses.

### Recommendations

- R1. Add to list of participants: volunteer groups, Alberta Economic Development, trade and technology groups. Replace phrase “public relations program” with “powerful marketing campaign.”
- R2. Change “career counselling” to “career development” or “career education/training.” Alberta Advanced Education and Career Development, as well as Alberta Education, to provide leadership.
- R3. Adding new diploma requirements raises issue of equity in rural Alberta schools. Integrate CALM 20 with CTS.
- R4. Keep the term “work experience,” which employers understand. Retain work experience courses, but state standards more explicitly, as well as CTS modules delivered at work sites. Give tradespersons and business people authority to evaluate, and involve them in course development.

- R5. Clarify taxation incentives (grant? rebate?). Employers looking for tax breaks may not be interested in education.
- R6. Scheduling is a major issue: need extended school day, year-round schooling, flexibility in all learning programs, not just work site learning, flexibility regarding the writing of diploma exams. Define "Copernican" more clearly, and use "alternative programs" instead of "pilots."
- R7. Is this not already in place, as of September 1995?
- R9. Look at developing a cooperative program that enables students to build work terms into the high school program.

#### Additional Recommendations

- Update and train teachers regarding career choices (focus on trades/technology). Teachers are the most effective career "coaches."
- Redesign curriculum to incorporate work experience without extending the time students spend at school.

OR

- Extend the senior high school program to four years to incorporate transition to work/employability skills, without requiring all students to spend four years meeting the requirements.
- Include volunteering as a career choice.
- Provide employers with incentives to offer entry-level apprenticeship jobs.
- Alberta Education should work with apprenticeship bodies to match up academic requirements in their respective programs.
- Gather statistical information to demonstrate success of work site learning programs.



Preferred Future

There were concerns about the degree of “credit” to be given for part-time work. If this occurs, then why would students opt for “formal” workplace learning, in courses such as CTS? Do we reward everything? Give credit for learning outcomes rather than time spent.

Current Status

Strive for a more positive tone in this section.

Recommendations

This group supported the recommendations, especially Recommendation 3.

R1. Develop firm guidelines for students’ oral or written reports on part-time work. Develop evaluation criteria that address soft skills, such as flexibility, collaboration and lifelong learning, as well as more measurable outcomes. Include students in these activities.

R2. “Encourage” is the key word.

Additional Recommendations

- Consider processes for granting retroactive credits.

Preferred Future

Teachers need inservice training in order to achieve the preferred future. Make plans to avoid a “hit and miss” approach to

employer involvement, and to avoid placing excessively heavy demands on employers. Specific number of job shadowing experiences not necessary; quality more important than quantity. However, job shadowing is valuable. Before schools can be rewarded for exhibiting high performance in preparing students who directly enter the work force, a policy must be developed.

### Current Status

Currently, there is a lack of time, expertise and funding in the area of career development. What are the standards for career development programs in schools?

### Recommendations

R1. Agreed, but where does the funding come from for these activities? In 1(b) and (e), emphasis on career development should be added to K-12 program, not just CALM 20 and the Grade 9 Health and Personal Life Skills program. In Recommendation 1(d), focus on skill sets rather than a "job."

R3 (e). Should the word "required" be used?

R3 (f). Requires schools to do tracking; this implies considerations regarding a database. Tracking for five or six years would be desirable, instead of the suggested two years.

R5. A Career Education Foundation will work only if marketed, particularly to parents and employers. Will it be effective, sustainable?

R6. Agree strongly, and recommend addition of inservice training by universities.

### Additional Recommendations

No additional recommendations were suggested.



Preferred Future

If employers identify employees' basic skill deficiencies, how can graduates take ownership of their own learning? Delete sentence 2, paragraph 2: "The distinction between learning and entertainment is blurred" because it doesn't make sense. Why restrict adult upgrading to evenings and weekends?

Add comments about: lifelong learners having a zest for learning; the need to develop a positive attitude toward learning by age 9; the importance of role models who are independent, lifelong learners.

Current Status

Validate employers' statements by referencing sources and give reasons for attitudes described. Add information about adult literacy in Alberta and Canada.

Recommendations

- R1. Refers to preservice. Expand to include inservice programs provided by school boards and Alberta Education. Also add statement about teachers modelling a positive attitude toward lifelong learning.
- R2. Change "employee training" to "employee development." Revise second sentence: "Employers should offer opportunities and incentives for staff development, including time and money spent on the job."
- R3. Reword: "That all stakeholders cooperate to develop strategies to help build a learning culture . . ." (broaden the involvement).
- R4. Reword to broaden the involvement: "That Alberta Education and Alberta Advanced Education and Career Development, in cooperation with business and selected

school boards, colleges and universities, pilot a program of basic skills extension in which learners are provided ongoing basic skill instruction in identified skill deficiencies. The costs would be shared by Alberta Education, Alberta Advanced Education and Career Development, employers, Human Resources Development Canada, and colleges and universities.”

#### Additional Recommendations

- Support research on school-to-work transitions and the dynamics that encourage lifelong learning.
- Encourage closer linkages between Alberta Education and Alberta Advanced Education and Career Development.

#### *Topic/Issue 9*

#### *Equity: Coordinating Business/Employer Involvement*

**Note:** Perhaps Topic/Issue 1 and Topic/Issue 9 should be combined.

#### Preferred Future

- Clarify potential conflicts of interest when a business has an educational institution as a client. The Code of Ethics is not specific enough.
- Avoid the word “offending.” Both schools and businesses should be taking the initiative; there should be no concerns about “offences.”
- The network on effective practice should go beyond the province and include a national and global environment.
- The preferred future should include stronger linkages with post-secondary programs.



### Current Status

This description does not reflect the many activities that are underway at the grass roots. This section should indicate that small businesses can be highly successful as school partners.

### Recommendations

The group expressed strong support for Recommendation 2 (local policies). They also suggested reversing the order, placing Recommendation 3 first and Recommendation 1 last.

R1. Career Education Foundation. This will be a necessary catalyst, a clearing house and a link with national and international agencies; e.g., Conference Board of Canada.

Define focus of provincial organization and "Blue Ribbon" awards. If the Careers . . . The Next Generation project is to be mentioned, explain what it is.

R3. Emphasize the importance of taking action at the grass roots level, which should form the basis for the provincial organization. Focus on commitment to purpose rather than structure, which should come later. Leave the roles very open and avoid over-emphasizing employment issues. Define "trade," "service" and "technical," and include reference to volunteer work.

### Additional Recommendations

No additional recommendations were suggested.

## Feedback from Individual Participants

The survey forms completed at the plenary session invited participants to make individual comments and suggestions about the topics/issues further to those made as a member of the small group sessions. Unless otherwise indicated, each of the following commentary was made by only one respondent.

### *Topic/Issue 1*

#### *Communication and Understanding between Business/Employers and Education*

- Ensure that provincial policies are effectively reaching, and have the support of, the grass roots. Real dialogue between educators and business is occurring at the community level: business people and educators are learning what each group has to offer and what each expects from the other; e.g., money, expertise, employee volunteers, job shadowing experiences, work experience, special tours, speakers. [three respondents]
- The proposed Career Education Foundation cannot be funded by business; their time and money is better used to support similar activities in their own communities. [two respondents]
- People will not support such a foundation unless it is developed from grass roots support.
- Communication is the first step toward implementing all of the report's recommendations.
- Use the Internet to support communication.
- Local and provincial business-education partnerships encourage communication.
- The focus must be on the potential outcomes of partnerships, not the presence or absence of the partnerships themselves. If a partnership is needed in order to address a burning issue, it will develop naturally.
- Partnerships make a great contribution to learning, but the goals must be defined clearly beforehand.
- Teach schools how to market themselves as a potential partner.

- The Foundation must have a focus. Set it up with a view to producing substantive, measurable results.
- Offer Teacher-in-Business apprenticeships.
- The problems inherent in promoting communication between business and education were apparent at the forum. Some teachers appear to believe that business has an ulterior motive, or they are threatened by the prospect of partnerships or other types of business involvement. One solution might be to get more business involvement in the faculties of education, where teachers first learn what their professional role is.

### *Topic/Issue 2*

#### *Business/Employer Involvement in Educational Policy-making*

- The business community must not control educational policy development. For example, would business consider the fine arts necessary?
- Senior policy makers in education must learn to be change agents and stop being defensive about the status quo.

### *Topic/Issue 3*

#### *Employability Skills*

- Reviewing learning expectations. Ask for student input also.
- Assessment standards. One respondent was concerned about a participant's comment about having the teachers set standards because they have the expertise. This person replied, "If so, are kids assessed in communication skills, teamwork, flexibility, adaptability?"
- Employers should "assess" standards, not "approve" them.
- Consider the costs involved.
- Is there a need for English 30 as a university entrance requirement, as opposed to Communications 30?
- Standards regarding learning expectations not included in required courses. Consider the costs involved.
- Skills portfolios. Who will do this? Will there be a new course, like CALM 20, perhaps called Career Transitions, where the portfolio is assembled? If so, what impact will this



additional course have on student timetables (fine arts and athletics)?

- Work site learning experience.
  - Work experience opportunities may not be available.
  - How will the results of work experience be assessed?
  - Student placement must be related to student interests.
  - Don't place students; let them find their own placements, and in the process learn about doing a résumé and applying for a position.
  - Try to de-emphasize monetary rewards and emphasize the joy of contributing.
  - Work experience should be for all, for students who want to pursue a profession and for at-risk students. One self-described, white-collar employer said the company is interested in soft skills, not just academic achievements.
- Integrating school and workplace learning. A caution regarding the use of transcripts and skills portfolios: since young people are still maturing, their former attitudes and past record of achievement (in school or in work placements) are not necessarily indicative of what they will be able to do in a workplace environment.

#### *Topic/Issue 4*

#### *Entrepreneurship Education*

- Where will the important skills of entrepreneurship be taught? Will this be compulsory? Will credits be granted? Just adding this to CALM 20 or Health and Personal Life Skills 9 may defeat the purpose. There might be a whole new compulsory course related to career counselling and entrepreneurship; this would mean revising and modifying the CALM 20 course.
- Put entrepreneurial education in the social studies program.

*Valuing All Career Areas and All Educational Programs Equally*

- The draft report puts an overwhelming emphasis on trades, and is swinging the pendulum too far in the other direction. [three respondents]
- Replacing Work Experience 15–25–35 with off-campus delivery of CTS modules.
  - CTS curriculum will tie the hands of off-campus learning. Every business is different; every food preparer uses different methods. If we put too much onus on business to provide a paper trail, it will back out. Use an evergreen, nonprescriptive profile checklist and not the pages and pages of curriculum provided by CTS. [three respondents]
  - Leave work experience as an exploration of general work skills, including ethics, adaptability, etc.
  - Will the individual teacher have time to be a content expert, teach that content, visit work sites to ensure their suitability and safety, evaluate the experience and track the hours?
  - Be careful not to saturate and overextend the business community with too many work experience and job shadowing programs.
- Public relations.
  - Add fine arts to the list of trade, service and technical careers. Careers in the arts are both viable and worthwhile. [two respondents]
  - Help students, parents and the general public to better understand courses like English 33 and Mathematics 33. They are not easier courses, but courses that offer a more applied approach to learning.
  - Market CTS to parents.
- The most effective way of encouraging schools and students to value nonacademic programs is to provide financial rewards when students perform well in those areas. Change the basis for assessing the school's performance.

- Employability skills requirements.
  - Make these requirements an integral part of already existing core courses. These should not be separate, new courses.

Business knowledge and skill cannot be an add-on or an afterthought. They have to be mandatory and scheduled parts of the school program, for which students are granted credits. (Some other parts of the curriculum may have to be removed to make room for the new focus.)
- Tax incentives for workplace learning sites.
  - Good idea, could become part of the Alberta Advantage.
- Youth apprenticeship program.
  - Work experience opportunities should not be limited to formal apprenticeship. Small employers can support activities like job shadowing that show students, for example, how mathematics is applied at work.
  - Government, business and industry should agree that apprenticeship is their shared responsibility, and develop a number of apprenticeship placements for RAP. Expand apprenticeship program eligibility to include a variety of forms of work; the ticket is important.

#### *Topic/Issue 6*

#### *Part-time Jobs*

- Allow regular part-time work to count for work experience credit.

#### *Topic/Issue 7*

#### *Career Counselling*

- Provide inservice training for teachers.
- Incorporate career counselling into the training program for all future teachers.
- Begin Career Awareness education in kindergarten and continue throughout school years. Career counselling and awareness should be provided before students take part in any type of job shadowing program. [two respondents]



- Establish separate counselling departments in schools to ensure that students get the counselling they need, when they need it.
- CALM 20 is, or has become, pointless; not a good source of career information and counselling.
- Job shadowing opportunities for junior high students.
  - Give senior students job shadowing opportunities also, and determine learning outcomes for this activity.
  - Offer job shadowing opportunities in all grades.
- Policy on career counselling.
  - Is the school's responsibility to students or to employers?
- Career Education Foundation rewarding schools that prepare students well for the workplace.
  - Giving schools the support they need to do a good job is more effective than providing rewards.

#### *Topic/Issue 8*

#### *Independent, Lifelong Learning*

- Basic skill extension pilot program.
  - Include Alberta Advanced Education and Career Development, Human Resources Development Canada, colleges and universities as partners in the proposed pilot program. Costs to be shared by the three government departments and colleges and universities.

#### *Topic/Issue 9*

#### *Equity: Coordinating Business/Employer Involvement*

- Invite business representatives to sit on school councils and coordinate business participation through school councils. For example, have a science and technology subcommittee of the school council to work with business and employers who want to get involved with the school.
- Availability of sufficient work sites is a problem.

## Feedback Not Specifically Related to the Report's Current Structure

### *Costs and Other Implementation Issues*

Be sure that funds are available to support recommendations and keep costs in mind at all times. For example, we cannot earmark more of present education funding for CTS/work experience. It must come from a new source, possibly from business involvement. School boards cannot take direction from the province until the necessary funding and support are provided.

The report continually mentions business picking up costs (scholarships, training, equipment, a provincial foundation). There is no sense of government's commitment to funding the necessary changes.

The recommendations are worthless, if they cannot be implemented effectively. The barriers to implementation are not only financial but also attitudinal. There must be a will to make things happen.

Move quickly; create a sense of urgency. Make it clear when change will take place and what the objectives are. Advertise these new directions internally and abroad.

Set priorities among the many issues dealt with and the many recommendations put forward.

### *Role of Parents*

Include parents in the report. Currently, their role is not mentioned. Parents need to have information about what is happening, what has changed since they were in high school, and how they can help. We can't sell an increased emphasis on trades and technical education, if parents are not buying it.

### *Defining Business*

In the new economy, "business" includes health, geriatric care, not-for-profit organizations, the arts, high and information technology, professions, AND volunteer work and community service. The new definition of work includes volunteer effort and other contributions to society. Therefore, work experience should include teaching younger children to read, spending time in seniors' facilities and helping at the Special Olympics.

Combine the government departments, Alberta Education and Alberta Advanced Education, for these reasons:

- Age 20 is not a magic dividing line in the education process as learning continues throughout life; CTS should extend beyond high school and be more closely connected to post-secondary education. Work includes volunteer work and community participation as well as employment.
- It would save money.

### *Relate Courses at All Levels to Real Life*

For example, mathematics lessons that include taxes, mortgages, savings and investments; physics lessons that deal with work situations.

### *Student Input*

Ask students what they need and want. Young people who are succeeding in business, apprenticeship and Junior Achievement can provide useful input about what programs and experiences in their schools and communities did, or did not, contribute to their success.

### *Students Who Have Left School*

Ensure that students who have left formal education also have opportunities to learn employability skills.



### *Certification*

Work toward better certification for students regarding Alberta Best, Food Safe, CPR, First Aid, Workplace Hazardous Materials Information System (WHMIS), etc.

### *Centre of Excellence*

Establish a chair or centre of excellence on business involvement in education at a university—recommend the University of Calgary. This office, which would be in a faculty of education, would generate data, disseminate information, provide a focus and have a profile.

## Feedback about the Report and the Forum

### *The Report*

- Add definition of terms; e.g., “apprenticeship model,” “knowledge worker.”
- Too many recommendations start at the top and filter down, saying what the provincial government should do.

### *The Forum*

- Allow more time for group discussions and filling out opinion survey; possibly opportunities to attend discussions on two or more topics. Allow more time to review background materials and more time to vote. [two respondents]
- Forty-two per cent business participation in survey of employers, but 20 per cent participation in forum; have to convince business that they need to be here. [two respondents]
- Excellent speakers. [two respondents]
- Forum facilities: lack of plug-ins for cars, temperature indoors a problem.
- When students are invited, plan more student-oriented activities; lectures are boring for them. Also, ensure that they have a chance to speak on their own behalf. Keep in mind that the students are the most important people in this whole process.
- Make sure all groups have representatives from a variety of stakeholder groups.
- Good that we are all working together to link earning to learning.
- Too much emphasis on American ideas.
- Use more recording mechanisms at plenary sessions to determine real work done.

# Survey Forms Feedback Summary

## *Topic/Issue 1: Communication and Understanding between Business/Employers and Education*

Recommendations	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1. That Alberta Education, with input from stakeholders, develop a policy statement regarding business/employer involvement in education. The statement should include an endorsement of the Code of Ethics for business involvement in education developed by the Conference Board of Canada.	48	36	2	2	95.5
2. That Alberta Education require each school system to adopt and implement a policy respecting the involvement of local businesses in education—such policy to address such issues as partnerships and sponsorships, and to address ethical issues by affirming the Conference Board of Canada code or by modifying it based on local circumstances and viewpoints. School system policies could be adaptations of the provincial policy.	30	52	5	1	93.2
3. That Alberta Education review core curriculum and effect whatever changes may be required to ensure that all students acquire a general understanding of how businesses operate and of their role in society (see also Topic/Issue 5, Recommendation 3).	45	33	6	3	89.7
4. That business and labour organizations, along with educational stakeholders, consider establishing a provincial level Career Education Foundation, and that one of the roles of the Foundation be to convene an annual conference as a forum for discussion of business–education issues.	18	52	11	6	80.5
5. That the Alberta Teachers' Association encourage its members to become members of community groups likely to represent a cross section of the business community (e.g., local Chambers of Commerce, Rotary Clubs, etc.), and that such organizations be encouraged to solicit educators as members.	29	46	9	5	84.3
6. That business/employer organizations encourage their members to become more involved in education.	47	37	2	0	97.7

*No additional recommendations.*



## *Topic/Issue 2: Business/Employer Involvement in Educational Policy-making*

Recommendations		Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1.	That business/employers be involved in educational policy development by: <ul style="list-style-type: none"> <li>helping educational institutions understand the short- and long-term labour needs of business and effectively transmitting those needs into the schools</li> <li>helping educational institutions understand the nature of the desired employability skills in the short and long term</li> <li>participating in an Annual Conference (see Topic/Issue 1, Recommendation 5) which would review progress to date and establish new directions.</li> </ul>	38	41	5	3	90.8
2.	That structures whereby business/employers can have input to educational policy-making at all levels be developed and/or identified and clearly communicated. As a start, Alberta Education should expand the present Program and Assessment Advisory Committee (PAAC) to include representatives of business organizations.	24	48	6	2	90.0
3.	Alberta Education should continue to survey employers as well as other stakeholders regarding their satisfaction with involvement in educational decision-making, and should target a satisfaction level of 80 per cent for all levels of involvement (by the year 2000).	17	46	18	6	72.4
4.	That Alberta Education periodically review the provincial learning expectations, inviting a cross section of employers and employer groups (e.g., Chamber of Commerce), in addition to other Albertans, to comment on their appropriateness.	34	47	2	2	95.3
<i>Additional Recommendations</i>		Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
5.	Create a mechanism or process to support a more general understanding of what business/education partnerships mean.	17	18	3	0	92.1
6.	The Chamber of Commerce and other business representatives should note schools identified as lacking partnerships, and encourage their members to be proactive in establishing partnerships.	14	20	6	2	81.0

7. That school jurisdictions and businesses identify a contact person for establishing school–business partnerships.	8	9	1	1	89.5
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### *Topic/Issue 3: Employability Skills*

Recommendations	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1. That Alberta Education periodically review the provincial learning expectations, inviting a cross section of employers and employer groups (e.g., Chamber of Commerce), in addition to other Albertans, to comment on their appropriateness.	37	42	4	1	94.0
2. That Alberta Education complete the development of assessment standards and common provincial assessment instruments for all courses that represent the minimum graduation requirement (e.g., Mathematics 24). These assessment standards will be approved by representatives of employers, as well as other stakeholders. (Assessments will not necessarily be administered at the provincial level.)	25	31	18	6	70.0
3. That Alberta Education develop standards and common provincial assessment instruments for all academic learning expectations that are not part of specific required courses; e.g., using computer and communication technologies. Assessments in these areas will not necessarily be administered provincially, however, student attainment on such skills will comprise part of the students' Alberta High School Transcript of Achievement.	15	34	18	11	62.8
4. That Alberta Education require school systems to develop skills portfolios to document student learning in employability skill areas. School systems will require all students to maintain such portfolios, beginning at the latest in Grade 10. Schools will be required to "sign off" these portfolios, which shall include judgements regarding attainment of standards, at the point at which the student has met all academic standards required for graduation.	31	24	18	13	64.0
5. That Alberta Education encourage all senior high school students to engage in at least one work site learning experience, and that Alberta Education pilot a requirement of a minimum 3-credit work experience course with at least one willing school jurisdiction. (See also Topic/Issue 7, Recommendation 1(f).)	40	30	13	4	80.5

6. That employer organizations, in cooperation with Alberta Education, will:					
(a) maintain an ongoing effort to inform employers about the standards required for graduation	33	48	1	0	98.8
(b) encourage employers to take into account a student's school learning progress in the part-time employment of all nongraduates under age 18	32	47	4	2	92.9
(c) request student transcripts and portfolios from all first time job applicants	26	41	15	4	77.9
(d) acknowledge successful high school work experience as one criterion for selection of first time job applicants.	31	47	6	3	89.7

<i>Additional Recommendations</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
7. Additional accomplishments (attitudinal) should be considered by business when scholarships are awarded. That post-secondary institutions should also consider attitudinal accomplishments.	24	23	1	0	97.9
8. That Alberta Education review existing curricula to ensure that employability skills, such as planning, team work and attitude, are part of expected learning outcomes in core subjects.	28	15	1	0	97.7

#### *Topic/Issue 4: Entrepreneurship Education*

Recommendations	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1. A public/private sector committee be established and supported by Alberta Education to complete the following tasks:	23	49	10	0	87.8
<ul style="list-style-type: none"> <li>review the current status of entrepreneurship and business awareness and skill development throughout Alberta's K-12 curriculum, particularly reviewing K-6 and CALM 20 activities</li> <li>compare Alberta's current status with programs and resources in other jurisdictions</li> <li>if deemed appropriate by the committee, test Alberta students at different grade levels as to their attitudes, awareness and skills associated with entrepreneurship and business</li> <li>propose initiatives that will increase the effectiveness of entrepreneurship and business awareness and skills development throughout Alberta's K-12 curricula.</li> </ul>					



2.	Establish a distinct, coordinated, organizational presence to support the advancement of entrepreneurship awareness and training in Alberta. This initiative would be linked with the previously mentioned Career Education Foundation, as well as other entrepreneurial development activities and organizations. Such an initiative would provide support to educators involved with entrepreneurship and business awareness and training, and work to advance the activities of other nonprofit organizations involved in various aspects of entrepreneurship and business education.	19	45	14	1	81.0
3.	That Alberta Education, with input from business/employers and others, review present diploma requirements (including CALM 20) with a view toward making selected knowledge, skills and attitudes currently found in the Enterprise and Innovation, Information Processing, and Career Transitions strands of CTS compulsory requirements for graduation.	23	41	14	2	80.0
<i>Additional Recommendations</i>		Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
4.	The definition of basic learnings for Alberta students should include entrepreneurial skill sets. These skill sets should be evaluated <u>externally</u> within the Grades 3, 6, 9 and 12 achievement exams.	6	17	8	14	51.1
5.	The entrepreneurial skill sets should be identified and implemented throughout the K–12 curriculum as a required component.	8	15	10	9	54.8
6.	That teacher training programs be revised to include entrepreneurial skill sets.	15	21	3	4	83.7
7.	That post-secondary program entry requirements recognize entrepreneurial skill sets.	7	20	7	4	71.1
8.	Alberta develop a comprehensive information bank of existing entrepreneurship activity initiatives, programs, models and that we highlight and recognize exemplary achievement and practice.	8	16	6	2	75.0

### *Topic/Issue 5: Valuing All Career Areas and All Educational Programs Equally*

Recommendations		Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1.	That Alberta Education, in partnership with Advanced Education and Career Development and with labour and business organizations (possibly working through the Careers Education Foundation referenced elsewhere in this report) initiate a public relations program to improve the image of trade, service and technical careers, and school programs that prepare young people for them.	48	27	6	1	91.5
2.	That Alberta Education provide leadership in, and school systems implement, a more effective career counselling program, which begins at an earlier stage than at present.	44	33	3	1	95.1
3.	That Alberta Education, with input from business/employers and others, review present diploma requirements (including CALM 20) with a view toward making selected knowledge, skills and attitudes currently found in the Enterprise and Innovation, Information Processing, and Career Transitions strands of CTS compulsory requirements for graduation.	27	32	15	1	78.7
4.	That Alberta Education consider phasing out the generalized Work Experience 15–25–35 courses, and that they be replaced by work site delivery of CTS modules, which set measurable assessment standards.	17	31	15	8	67.6
5.	That the Government of Alberta, in cooperation with business and employer organizations, explore:					
(a)	how the sharing of technological equipment among schools, and between schools and businesses, can be maximized (see also Topic/Issue 9, Recommendation 3)	30	43	2	2	94.8
(b)	the possibility of creating a business sponsored and administered technology investment fund that would support the purchase of technological equipment and staff inservice needed by schools to deliver programs that will assist students in becoming “knowledge workers”	28	31	8	3	84.3
(c)	taxation incentives for those businesses that provide work site learning opportunities for students.	15	30	20	10	60.0

6.	That Alberta Education encourage schools to implement alternative forms of student scheduling (such as Copernican*) that facilitate work site learning, and that Alberta Education publicize the results of such pilots.	39	27	4	2	91.7
7.	That <i>School Act</i> legislation be changed so that the authority to approve workplace learning sites and direct students to them is delegated through school boards to school principals.	28	35	8	1	87.5
8.	That the Students Finance Board be directed to develop appropriate scholarships for students with high levels of performance in complementary programs, such as CTS and RAP, and that business should also be encouraged to provide such scholarships.	42	32	2	0	97.4
9.	That Alberta Education and Advanced Education and Career Development consider establishing a youth apprenticeship program as an addition to RAP. The program would apply to occupations other than the present 51 apprenticeable trades. It would link and integrate school site and work site learning. It would provide a "seamless transition" from high school to one and two year college and technical programs (the model currently in place in Maine provides some good ideas).	35	30	4	2	91.5

	<i>Additional Recommendations</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
10.	Provide updates for teachers and training for new teachers in career counselling.	28	19	0	2	95.9
11.	Curriculum needs to be redesigned to incorporate work experience without necessarily adding additional time.	21	23	4	2	88.0
12.	That the high school program be extended to four years for all students.	11	16	11	16	50.0
13.	That volunteering be considered as a career.	20	17	6	1	84.1
14.	That there should be incentives for employers to provide entry-level apprenticeship jobs.	14	19	7	5	73.3
15.	That Alberta Education get together with apprenticeship bodies to match academic requirements of the trades to high school academic programs.	24	20	0	2	95.7

\* "Copernican" scheduling is based on large blocks, a half day or more, of learning time focused on one subject.



16. That flexibility of scheduling for students not just be limited to work site learning/experience but to learning in general.	22	16	3	1	90.5
17. Gather statistical information to demonstrate success rate of program participants and their job evolution as employees and employers.	13	24	1	1	94.9
18. That Alberta Education initiate work site delivery of CTS modules that set measurable assessment standards and the more generalized work experience be retained with explicit standards.	11	17	4	2	82.3
19. Set standards and criteria that students need to demonstrate in work experience situations (some attempt to have continuity across the work sites while respecting differences).	10	21	1	2	91.2
20. Allow tradepersons and business people to carry out evaluations, and have meaningful involvement in course development. (We need to demonstrate that equity is not only in the hands of the professions; i.e., teachers.)	12	16	4	3	80.0

#### *Topic/Issue 6: Part-time Jobs*

Recommendations	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1. That Alberta Education develop a framework within which principals and employers can work together to develop programs allowing part-time student workers to obtain credits for this work. Schools, students and businesses would participate on a voluntary basis. To ensure credits are meaningful, students could be required to report orally and/or in writing: <ul style="list-style-type: none"> <li>about this work experience. Topics could be about actual work performed, skills required, energy level, working with others, following and taking orders from managers or supervisors, personal hygiene and dress and reliability</li> <li>evaluations of how well they did and compare to employer's evaluation</li> <li>an analysis of what they liked and did not like, and relate the analysis to their career goals</li> <li>about what they learned about work and themselves that would help get them a different kind of job.</li> </ul> Also, to ensure credits are meaningful, schools should require students to present employer assessments of their job performance.	32	37	11	3	83.1

2. That Alberta Education and business organizations encourage employers to provide part-time student workers with as much breadth of experience as possible.	36	38	1	1	97.4
3. That employers, educators and parents work together closely to encourage an appropriate balance among time students spend on school work, part-time work and recreational activities. This might be achieved as one activity of School/Business Coordinating Councils that could be established at the community level (see also Topic/Issue 9).	36	33	5	1	92.0

*No additional recommendations.*

### *Topic/Issue 7: Career Counselling*

Recommendations	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1. That Alberta Education coordinate a review of its existing curriculum to ensure that:					
(a) opportunities to develop career awareness are highlighted in all subject areas, as appropriate	48	33	0	0	100
(b) career development concepts receive increased and appropriate emphasis in CALM 20	42	33	2	1	96.2
(c) the learning outcomes related to career development concepts in health courses and CALM 20 are clearly stated	33	40	1	0	98.6
(d) all junior high school students will experience job shadowing opportunities	24	34	15	7	72.5
(e) Grade 9 students will be required to take a course in which the major focus is career planning in lieu of the present Health and Personal Life Skills 9	27	35	11	4	80.5
(f) opportunities are available for all senior high school students to experience a minimum of one work experience (part-time jobs will qualify, if there is appropriate school liaison).	37	32	7	3	87.3
2. That Alberta Education develop assessment standards and model assessment tools to assess students' understanding of career planning and opportunities in Grade 9 and for CALM 20.	22	44	8	0	89.2
3. That Alberta Education modify its policy on career counselling so that the policy minimally sets out the following principles and beliefs:					
(a) career development is considered to be every teacher's concern	33	35	6	0	91.9

(b) career counselling is related to but distinct from guidance counselling	35	34	2	1	95.8
(c) schools should involve employers and entrepreneurs	40	35	2	0	97.4
(d) schools are required to provide career counselling and may do so through a variety of models, including joint ventures with Advanced Education and Career Development local staff and/or private venture service providers. The model being developed by the Calgary Educational Partnership Foundation provides an example of one such model	36	35	4	0	94.7
(e) all students are required to develop an educational program/career plan in Grade 9, to be updated annually; these plans are to be signed by the parent and the school principal or designate, annually	26	35	14	4	77.2
(f) schools are required to track students (minimally, a 20-per cent sample, and ideally, all students) for a minimum of two years after leaving senior high school, and to survey employers and students regarding satisfaction with the students' preparation for work.	23	34	18	4	72.2
4. Alberta Education and Advanced Education and Career Development should engage in a joint project to provide students/schools with current labour market information, using information highway technology.	33	42	2	2	94.9
5. Business and industry should establish a provincial Careers Education Foundation, one of the purposes of which should be to reward high schools that exhibit high performance in preparing students for smooth school-to-work transitions.	15	40	16	6	71.4
6. Universities should be directed to include methods courses that instruct teachers how to enable students to make career-related connections in all courses.	37	38	4	2	92.6
7. Alberta Education, in cooperation with the provinces' universities, should conduct ongoing research that examines the school-to-work transition experiences of Alberta students.	26	47	5	2	91.3

*No additional recommendations.*

### *Topic/Issue 8: Independent, Lifelong Learning*

Recommendations	Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1. That faculties of education and the ATA continue to take leadership in encouraging teachers to expand and enhance	49	30	4	0	95.2



methodologies designed to produce independent learners who take ownership of their learning. This should include an emphasis on alternatives to lecture-type instruction, such as resource-based learning and “teacher as facilitator” models.

2.	That business/employers be encouraged to spend more on employee training programs. Trainers should be offered opportunities to retrain, including time spent on the shop floor.	40	36	4	2	92.7
3.	That government and business/employers cooperate to develop advertising campaigns to help build a learning culture and support the concept of lifelong learning, and to convey the human resources component of the Alberta Advantage.	35	36	6	3	88.8
4.	That Alberta Education, in cooperation with business and selected school boards, pilot a program of “basic skill extension” in which recent graduates are provided ongoing basic skill instruction in skill deficiencies identified by the employer. The costs would be shared by Alberta Education and the employer.	18	24	11	10	66.7

<i>Additional Recommendations</i>		Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
5.	We should start teaching the importance of lifelong learning at the ECS level.	25	13	2	2	90.5
6.	That Alberta Education and Advanced Education and Career Development coordinate their efforts in promoting lifelong learning.	21	21			100

### *Topic/Issue 9: Equity: Coordinating Business/Employer Involvement*

Recommendations		Strongly Agree	Agree	Disagree	Strongly Disagree	% Agree
1.	That government encourage, and business organizations consider, the establishment of a provincial-level Career Education Foundation. The Foundation could be modeled on the Science Alberta Foundation. It could assume, on a more ongoing basis, some of the partnership facilitative functions currently being carried out through the Careers . . . The Next Generation project. Other potential roles for the proposed	31	30	10	7	78.2

Foundation, some of which have been identified in other sections of this report, include:

- assisting with a public relations campaign to promote the value and importance of trade, service and technical careers
- rewarding high schools that exhibit high performance in preparing students for school-to-work transitions
- establishing and administering a “Blue Ribbon” award program for businesses that are exemplary in providing workplace learning sites or otherwise supporting education
- acting as a “clearing house” for the distribution of resources contributed by businesses to schools, when businesses express a preference for such resources to be allocated equitably on a provincial basis; e.g., used computers
- assisting with the linking of schools with businesses using technology, in those instances where schools or businesses wish to be “partnered” but no business exists in the local community (or inadequate variety of businesses exist)
- helping to arrange employee exchanges between businesses and schools (providing summer work experiences in business for teachers, providing similar experiences for business employees who wish to improve their on-the-job training skills)
- convening an annual conference to serve as a forum for discussion of issues relating to business involvement in education, and for “showcasing” effective local practices.

2.	That Alberta Education require school systems to develop policies that address the coordination of business involvement (school partnerships, sponsorships) in a manner appropriate to the communities served (see also Topic/Issue 1, Recommendation 3).	24	43	9	3	84.8
3.	That Alberta Education and provincial business organizations encourage the establishment of community-based Business/Education Councils. The precise roles of these Councils would be determined locally; however, potential roles could include: <ul style="list-style-type: none"> <li>• coordinating the sharing of technological equipment between businesses and schools within a community</li> <li>• coordinating work site learning opportunities for all educational institutions in the community</li> <li>• developing community consensus regarding such issues as part-time work guidelines for students and employers</li> </ul>	31	42	3	3	92.4

- promoting the value of trade, service and technical careers within a community
- providing “speaker’s lists” and assisting in organizing career fairs
- coordinating employment exchanges or secondments for teachers and business employees at a community level.

*No additional recommendations.*



# Appendix A: List of Participants

<u>Name</u>	<u>Organization</u>	<u>City/Town</u>	<u>Group No.</u>
Alcock, Boyd	Medicine Hat High School	Medicine Hat	3
Alpern, Michael (Recorder)	Alberta Education	Edmonton	1
Bahnuk, Cynthia	Alberta Home and School Councils' Association	Edmonton	5A
Baker, Rob (Recorder)	Alberta Education	Calgary	5A
Ball, Jacinta	Alberta Home and School Councils' Association	Edmonton	8
Barrington, Celia	Edwards Elementary School	Airdrie	7
Barron, Linda	Alberta-Pacific Forest Industries Inc.	Boyle	3
Beaumier, Bonnie	Alberta Home and School Councils' Association	Edmonton	6
Berns, Johan (Facilitator)	MLA Business Involvement Advisory Group	Sherwood Park	5A
Bertrand, Garry (Facilitator)	Alberta Education	Calgary	5B
Bishop, Kam	Student	Fort McMurray	7
Bobrosky, Ken	Calgary Board of Education	Calgary	9
Bombard, Leslie	Edmonton RCSSD No. 7	Edmonton	4
Boudreau, Charline	Nova Corporation	Calgary	1
Bugeaud, Kim	Public School Boards' Association of Alberta	St. Albert	4
Burger, John (Facilitator)	Alberta Education	Edmonton	2
Burke-Gaffney, Lois	Alberta School Boards Association	Calgary	n/a
Byers, Don	Alberta Society of Engineering Technologists	Edmonton	5B
Cachia, Mike	Father Patrick Mercredi Community School	Fort McMurray	5A
Cameron, Robert	Alberta Teachers' Association	Edmonton	1
Campbell, Phill (Recorder)	Alberta Education	Edmonton	5B
Carrick, Ron (Facilitator)	MLA Business Involvement Advisory Group	Calgary	4
Cichon, Stan	Calgary Rotary Clubs West	Calgary	4
Clovechok, Doug	Calgary Educational Partnership Foundation	Calgary	1
Colclough, Robert	Student	Fort McMurray	3
Collier, Tom	Grant MacEwan Community College	Edmonton	4
Connolly, Louise	Sundance Catholic Separate Regional Division No. 10	Edson	5B
Dalton, Doug	Elm Street School	Medicine Hat	1
Danos, Pattie	DOW Chemicals Canada Ltd.	Fort Saskatchewan	2
Dempsey, Rita (Facilitator)	MLA Business Involvement Advisory Group	Calgary	1
deWijk, Susan (Recorder)	Alberta Education	Calgary	8
Donaldson, Betty	University of Calgary	Calgary	8
Dowd, John	Xerox Canada Ltd.	Calgary	9
Doyle, L. Pat	Alberta Teachers' Association	Calgary	2
Dubetz, Debbie	Nova Gas Transmission Ltd.	Airdrie	3
Dunphy, Brendan D.	Alberta Teachers' Association	Calgary	3
Dutchak, Telea	Student	Grande Cache	3
Edgar, Barry	Grande Prairie Composite High School	Grande Prairie	3

<u>Name</u>	<u>Organization</u>	<u>City/Town</u>	<u>Group No.</u>
Eisen, Bart	Aspen View Regional Division	Athabasca	4
Engel, Donna	Alberta School Boards Association	Edmonton	6
Fargey, Jim	MLA Business Involvement Advisory Group	Edmonton	5A
Fretts, Derald	Ernest Manning High School	Calgary	9
Fricker, Bill	Northern Alberta Institute of Technology	Edmonton	5A
Gardner, Doug	Senator Riley Jr-Sr High School	High River	8
Gerlinsky, Ted A.	Alberta Teachers' Association	Edmonton	5B
Gibson, Bill	CanAmera Foods	Fort Saskatchewan	5A
Glasier, George	Elk Island Public Schools Regional Division No. 14	Edmonton	2
Goldhawk, Joan	Peace Country Development Corporation	Berwyn	4
Gordon, Alex	Careers . . . The Next Generation	Edmonton	9
Grace, Tony (Facilitator)	MLA Business Involvement Advisory Group	Fort McMurray	9
Gregor, Kevin	Crain-Drummond	Calgary	9
Gregory, David	First Calgary Savings and Credit Union	Calgary	7
Gullekson, Dale	Bev Facey Composite High School	Sherwood Park	7
Handford, Morley	Sherritt Inc.	Fort Saskatchewan	4
Hanna, Rosalie	Palliser Regional Division No. 26	Picture Butte	1
Harrison, Theresa	Fording Coal Limited	Wabamun	8
Heck, Jerry	Fort McMurray RCSSD No. 32	Fort McMurray	5B
Herard, Denis	MLA, Calgary Egmont	Calgary	n/a
Hiebert, Bryan	Canadian Guidance and Counselling Foundation	Calgary	7
Hole, Lois	Hole's Greenhouses	St. Albert	6
Hrychuk, Al	Alberta Teachers' Association	Edmonton	1
Hryniuk, Melanie	Student	Grande Cache	3
Ingalls, Karen E.	Alberta Teachers' Association	Edmonton	8
Irvine, Rob	Chinook's Edge Regional Division No. 5	Red Deer	4
Jackson, Hal	Alberta Government Telephones	Calgary	5A
Jefferies, Cindy	Red Deer School District No. 104	Red Deer	2
Johnson, Elouise	Alberta School Boards Association	Beaverlodge	7
Jonson, Halvar	Minister of Education	Edmonton	n/a
Kernaghan, Terry	Alberta Education	Edmonton	n/a
Kilian, Dennis	Telus Corporation	Edmonton	n/a
King, Dave	Pioneer Credit Union	High River	4
King, David	Public School Boards' Association of Alberta	Edmonton	2
Kirschner, Kristy	Student	Fort McMurray	7
Kryslar, Jay	MLA Business Involvement Advisory Group	Edmonton	4
Leadbeater, Betty (Recorder)	Alberta Education	Edmonton	9
Livingstone, Barbara	<i>The Calgary Herald</i>	Calgary	1
Look, Judy	Calgary RCSSD No. 1	Calgary	5B
Luders, Len	Red Deer School District No. 104	Red Deer	6
Lung, Richard	Student	Edmonton	8
MacKay, Keith	Calgary RCSSD No. 1	Calgary	7

<u>Name</u>	<u>Organization</u>	<u>City/Town</u>	<u>Group No.</u>
Magas, Ed	Alberta Education	Edmonton	n/a
Maguire, Marlee	Edmonton RCSSD No. 7	Edmonton	7
Markley, Wayne	Syncrude Canada Ltd.	Fort McMurray	1
McEwen, Al	Peace Wapiti Regional Division No. 33	Grande Prairie	9
Menczel, Tom	Dan Knott School	Edmonton	2
Millar, McLean (Recorder)	MLA Business Involvement Advisory Group	Calgary	2
Mills, Jan (Recorder)	Alberta Education	Edmonton	7
Moench, Kurt (Facilitator)	MLA Business Involvement Advisory Group	Calgary	6
Myhre, Ken	Southern Alberta Institute of Technology	Calgary	5A
Neilson, Altha	Chinook's Edge Regional Division	Innisfail	7
Nettleton, Winston C.	Alberta Teachers' Association	Edmonton	1
Newell, Eric	Syncrude Canada Ltd.	Fort McMurray	n/a
Nisbet, Tom	Careers . . . The Next Generation	Edmonton	9
Norgaard, Karl	Graduate	Penhold	6
Odynski, Lynn	Alberta Home and School Councils' Association	Edmonton	1
Overwater, Anthony	Parkland Agri Services (1980) Ltd.	Didsbury	1
Owen, Gary	Sectoral Skills Council of Alberta	Edmonton	1
Palmer, Roger	Alberta Education	Edmonton	n/a
Pawliuk, Jeanette	Edmonton School District No. 7	Edmonton	5B
Pawlowich, Allan	Millar Western Pulp Ltd.	Whitecourt	5B
Pfeiffer, Irene	Price Waterhouse	Calgary	5A
Poncia, Wayne	Chinook's Edge Regional Division	Innisfail	5B
Poole, Al	Novacor Chemicals Ltd.	Red Deer	7
Prather, Sharon (Recorder)	Alberta Education	Edmonton	4
Price, James	Graduate student—University of Alberta	Edmonton	1
Puhlmann, Klaus	Grande Yellowhead Regional Division No. 35	Edson	5B
Ratcliff, Don	Nova Corporation Head Office	Calgary	3
Redekopp, David	Life-Role Development Group	Edmonton	n/a
Rempel, Nancy (Facilitator)	MLA Business Involvement Advisory Group	Fort McMurray	3
Rhodes, Sandra	Calgary School District No. 19	Calgary	3
Roman, Rick (Recorder)	MLA Business Involvement Advisory Group	Edmonton	3
Roth, Stewart	Guardian Chemicals	Fort Saskatchewan	4
Sanger, Vera	Alberta Government Telephones	Calgary	8
Saunders, Ken	Syncrude Canada Ltd.	Fort McMurray	6
Savage, Frances M.	Alberta Teachers' Association	Edmonton	2
Schmidt, Erik (Facilitator)	Advanced Education and Career Development	Edmonton	8
Shanahan, Sheila	Career High Schools	Innisfail	6
Sharp, Linda	Shell Canada Limited	Calgary	3
Sillito, Bev	MLA Business Involvement Advisory Group	Calgary	4
Sleight, Peter	Human Resources Development Canada	Edmonton	8
Smith, Rich	AMOCO Canada Petroleum Company Ltd.	Calgary	2
Soper, Cliff	Red Deer College	Red Deer	8



<u>Name</u>	<u>Organization</u>	<u>City/Town</u>	<u>Group No.</u>
Steer, David	Fort Vermilion School Division No. 52	High Level	7
Steinbach, Valerie	Alberta School Boards Association	Sylvan Lake	6
Stewart, Ursula	Black Gold Regional Division No. 18	Beaumont	5A
Storch, Terry W.	Alberta Teachers' Association	High River	3
Summerfield, Janice	Grande Cache Community High School	Grande Cache	6
Thygesen, Jake	Alberta Apprenticeship and Industry Training Board	Edmonton	4
Tilston, Judy	Alberta School Boards Association	Calgary	5A
Tkachuk, Marvin	Northern Gateway Regional Division No. 10	Whitecourt	8
Trefry, Sue	Imperial Oil Ltd.	Grand Centre	5A
Trotter, Fred	Fairview College	Fairview	4
Van Tamelen, Dave	Peace River School Division No. 10	Peace River	5B
Wagner, Keith	Alberta Education	Edmonton	n/a
Wankiewicz, Patricia	Alberta Home and School Councils' Association	Edmonton	7
Weber, Stan	Cardinal Coach Lines	Calgary	2
Wellmann, Roger	TransAlta Utilities Corporation	Calgary	3
Wilkinson, Thelma (Recorder)	Alberta Education	Calgary	6
Wolfe, Linda	Imperial Oil Resources Ltd.	Calgary	5B
Wurfel, Al	Aspen View Regional Division	Athabasca	6
Young, Dave (Facilitator)	MLA Business Involvement Advisory Group	Stony Plain	7

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## Appendix B: Business Involvement Advisory Group Members

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Mr. Denis Herard, MLA  
Calgary Egmont, Chair

Mr. Hung Pham, MLA  
Calgary Montrose

Mr. G. E. (Jerry) Pink  
Alberta Chamber of Commerce

Mr. A. G. (Tony) Grace  
Alberta Chamber of Resources

Mr. Ron Carrick  
Initially with the Alberta Food Processors  
Association  
Now with the Alberta Food Brokers  
Association

Mr. Johan Berns  
Alberta Restaurant and Food Services Association

Ms Bev Sillito  
Canadian Federation of Independent  
Business, Alberta Chapter

Mr. Jim Fargey  
Canadian Manufacturers' Association

Mr. Ian Harris  
Retail Council of Canada, Western Region

Mr. Rick Roman  
Tourism Industry Association of Alberta

Mrs. Nancy Rempel  
Alberta School Boards Association

Ms Rita Dempsey  
Alberta Home and School Councils' Association

Mr. McLean Millar  
Apprenticeship and Industry Training Board

Mr. Kurt Moench  
Alberta Teachers' Association

Mr. Erik Schmidt  
Advanced Education and Career Development

Dr. David Young  
Conference of Alberta School Superintendents

Dr. Roger Palmer  
Alberta Education

Mr. Jay Krysler  
Alberta Economic Development and Tourism

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Mr. Keith Wagner  
Alberta Education  
(Facilitator)

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Mr. Terry Kernaghan  
Learning Technologies West  
(Facilitator)





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## Appendix C: Forum Agenda

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### January 18, 1996 Thursday Evening

7:00 p.m.	Registration	
8:00 p.m.	Welcome and Opening Remarks	Denis Herard (Chair)
8:15 p.m.	The Framework	Halvar Jonson
8:30 p.m.	The Changing Business Environment and Implications for Education	Eric Newell
9:15 p.m.	Review of Friday workplan	Denis Herard

### January 19, 1996

8:00 a.m.	Registration (continued)	
9:00 a.m.	Policy Directions in <i>Creating a Better Learning Future</i>	Denis Herard
10:15 a.m.	Coffee	
10:30 a.m.	The Changing Face of Career Development	David Redekopp
11:00 a.m.	Preparing for the New Economy: Alberta Schools in the 21st Century	Altha Neilson/ Wayne Poncia
11:45 p.m.	Lunch	
12:45 p.m.	Concurrent Group Analysis Task: Provide feedback on topic assigned	
1:45 p.m.	Concurrent Group Analysis Task: Provide feedback on topic of choice	
2:45 p.m.	Report to Plenary (each group reports (5 minutes) on recommendations)	Roger Palmer
3:45 p.m.	Individual Participant Responses to Recommendations (via Survey Instrument)	Roger Palmer
4:15 p.m.	Next Steps	Denis Herard

# Appendix C: Forum Agenda

January 18, 1996 Thursday Evening

7:00 p.m.	Registration	
7:30 p.m.	Welcome and Opening Remarks	Dean Heston
8:15 p.m.	The Framework	John Heston
8:30 p.m.	The Changing Business Environment and Implications for Education	Eric Heston
9:15 p.m.	Review of Friday Workshop	Dean Heston

January 19, 1996

8:00 a.m.	Registration (continued)	Dean Heston
9:00 a.m.	Policy Directions in Changing a Short-Term Future	
10:15 a.m.	Coffee	
10:30 a.m.	The Changing Face of Career Development	David Heston
11:00 a.m.	Preparing for the New Economy	John Heston
	Adaptive Schools in the 21st Century	Walter Heston
11:45 p.m.	Lunch	
12:45 p.m.	Consumer Group Analysis	
	Task: Provide feedback on group analysis	
1:45 p.m.	Consumer Group Analysis	
	Task: Provide feedback on group analysis	
2:45 p.m.	Report to Planning	John Heston
	(each group reports to planning as recommended)	
3:45 p.m.	Individual Preparation Session on Recommendations for Policy Implementation	John Heston
4:15 p.m.	Next Steps	Dean Heston







